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treated not as a part of the normal activity and development of men and nations, but as something abnormal and deplorable; not as a means of progress and civilization, but, as in most cases they have been, a cause of reckless waste and destruction, of immorality and crime, of deterioration of individual and national life. The point of view being thus changed and corrected, the idea of painting war in brilliant and attractive colors would seem to the historian and his readers like decking out a skeleton or a carcass in ribbons and lace. Even in those cases where the historian might think some particular war right and justifiable he would no longer write with a gleeful spirit of its bloody deeds, but would describe it in the sombre way in which one ordinarily describes the amputation of a limb or the cutting out of an eye.

3. When history is taught in the schools it should always be from this point of view. The lesson should be impressed upon children that men and communities and nations were intended to help one another, to live together in good-fellowship, and that every quarrel and fight and war is a violation of their duty one to another. In this way, even with the present books of history, very much might be done to train the boys and girls in the love of peace and the dislike of war. With this sort of instruction, given in a simple pictorial way, the love of drum and sword and war-gun would be greatly diminished, as the children would instinctively connect them with the horrors of the battlefield, from which the average human mind, unhardened, naturally turns away with disgust. All we ask is that wars may be treated by the teacher in the same spirit that ordinary quarreling and fighting are treated.

4. In the pulpit and the press the glorification of military heroes as such should cease. The services to the cause of freedom and humanity of such men as Washington and Grant, and of many common soldiers who have gone to meet death bravely in the cause of right, can be properly appreciated and honored without the least glorification of war, which is always, in the last analysis, the same unspeakably horrible thing. If the press and the pulpit would always speak of war and armies in the spirit in which Grant and Washington spoke of them, it would be an immense service to humanity, and it would not be long till there would be little occasion to speak of them at all.

This reconstruction of history and of instruction is already beginning. Several attempts have been made to recast school histories from the point of view indicated above. The task is not an easy one. It will require the finest historical talent to gather and properly arrange the materials, but success is sure to come, and it is not improbable that the next really great work of history will be of this character. The public conscience is rapidly changing, and evidences of it are beginning to appear in literature, the pulpit, the press and the schools.

THE TEACHING OF PATRIOTISM.

Mr. J. B. Upham of the *Youth's Companion* is endeavoring to secure a uniform celebration of Washington's birthday in the public schools of the land. Many teachers are becoming interested and are lending their hearty co-operation. A program for the celebration of the day in the schools has been prepared by Mrs. A. G. Lewis. Copies of this program may be had by addressing Mr. Upham. Following is the eleventh performance in the sixth section of the program:

11. Bearer of the Flag of Peace, *taking place beside previous speaker.*

Side by side with our emblem of liberty we welcome the noble Flag of Peace. Upon this pure white border we write the legend "Peace on earth, good will to men." Under its folds we know no North, no South, no East, and no West; but one United Land; two continents with hands clasped across the seas in universal friendship.

The schools are our country's future; so long as our schools are true to our flag and the principles it represents, our country will be safe. Let us then, one and all, in the presence of this group of flags, which have, each in turn, borne upon its folds the fortunes of our republic from its birth up to the present hour, and in memory of our noble WASHINGTON, who stands before the world as our country's most honored defender,—let us pledge anew our allegiance to the flag of '94, the crowning banner of our Beloved America.

Bearers of the Flags of 1894 and of Peace remain in the centre of the semi-circle. They raise these flags aloft. Other color-bearers drop their flags so that the points of the staffs rest upon the floor. Then all color-bearers recite in unison:

"Flag of the sun that shines for all,
Flag of the breeze that blows for all,
Flag of the sea that flows for all,
Flag of the SCHOOL that stands for all,
Flag of the people, one and all,—
Hail! flag of Liberty! all hail!
HAIL, glorious years to come!"

At the word "HAIL," which begins the last line, the whole school rises, and as soon as the color-bearers have finished the line, all join them in repeating the address to the flag ("Flag of the Sun," etc.), taking care to speak quietly and slowly, while all eyes, *without exception*, are directed toward the flags that are held aloft.

Patriotism can certainly be taught in such a way as to inculcate at the same time love and respect for other nations. This program takes a step in the right direction. Some parts of it, we think, can be improved, but it will be of inestimable value to the boys and girls of the country simply to see the beautiful white-bordered flag floating before them as the symbol of the new spirit of love and brotherhood, which is by and by to drive out sectionalism and to destroy the old and deep-seated animosities which have so long kept the nations armed for mutual destruction.

We wish that every patriotic American, who reveres the father of his country, would on the 22nd of February read carefully what Washington said in his farewell address about the danger of standing armies and their

incompatibility with a government like our own. If our government should follow in all its dealings with other nations the justice which Washington recommended it would find therein a bulwark of defence which would remove all necessity of standing armies and of navies. Washington's truest greatness, as Charles Sumner said of him, did not lie in his bravery and endurance as a soldier, but in something very different from these, and all true patriotism must rest on principles such as those which made it impossible for him to glory in war and bloodshed, or to desire military glory for his country.

HARRISON'S LETTER TO THE "CENTURY."

Ex-President Harrison, in reply to a request from the Editor, has written an open letter to the *Century* strongly advocating military drill in all the schools and colleges of the country. He says it would be good for the boys, good for the schools and good for the country, and in a racy, sometimes almost flippant way, he proceeds to give reasons for this position.

First, military drill develops the whole body, gives a free, erect, graceful carriage. This has often been said but never proved. It is one of the stock arguments of those favoring the drill. That military drill gives a certain amount of valuable physical development everyone admits. But this can be much better acquired without the counter-acting evils. What Mr. Harrison says of athletics is largely true, but any one who is acquainted with the calisthenic systems of the gymnasiums knows that they give a much more natural development than the military drill. The position of the body in the military drill is stiff and unnatural and can not be maintained long. Hence the notorious fact that soldiers when they have broken ranks are among the most careless about their bodily positions. So true is this that if one were to try to select from an ordinary crowd of men anywhere those who had been soldiers he could not do it. It is our judgment, after long observation, that men who have been educated in the home, in the schools, and in society in the ordinary way are even superior in bodily form and carriage to those who have had a soldier's training. It is easy to assume that the position and carriage of the soldier when on duty are carried with him into ordinary life, but a moment's careful reflection must convince any one that this is not true.

We have not time in this brief note to do more than refer to the other fallacies found in Mr. Harrison's letter. His reference to our poor preparation for the civil war is interesting. Does he not know that if all the citizens of the country had been previously trained to the art of war the South would have reaped as much advantage from it as the North, and perhaps even more, since they would have been able to make their first blow so much more powerful?

We are sorry to see so noble and distinguished a citizen as ex-President Harrison advocating what, in the long run, if carried out, must result in the essential militarization of our people. He seems to be full of anxiety lest a chief part of our business in the future may be that of fighting other nations who are to come pouncing down upon us "like a thief in the night;" whereas everything indicates that we shall have little or no use for trained men in the future, if we do not make the occasion ourselves by training our people into a fighting spirit and love of war. We have had no war with a foreign country for more than eighty years, except that with Mexico which we brought on by our own wickedness. We ought to proceed now on the theory that we shall have no more with any country, and train our boys to the proper business of American citizens. Are we to allow the militarism of the old world, with all its unnumbered curses, to cast its deadly spell over our country? Alas! that so many allow themselves to be blinded to its stealthy approaches!

PEACE IN THE PARLIAMENT OF RELIGIONS.

One of the things most characteristic of the Parliament of Religions was its contribution to the cause of peace. This it made not only in the fine exhibition of brotherliness which characterized its proceedings, but also in the allusions of many distinguished speakers to the desirability of the peace of the world and to their belief in its early coming. This great gathering at Chicago might almost as well have been called the World's Parliament of Peace, for such it was in fact, if not in name. No such representative body of citizens from all the nations ever before came together and proved actually that men may discuss and consider together the highest and most difficult themes in the spirit of real love and brotherhood. Its influence has already been immense. The millennium is many years nearer than it was six months ago.

From the admirable History of the Parliament, edited by Dr. John Henry Barrows, whose distinguished service to the cause of human brotherhood deserves universal and lasting recognition, we cull a few of the direct allusions to the peace of the world. One of the purposes for which the Parliament was called was stated to be "to bring the nations of the earth into a more friendly fellowship, in the hope of securing permanent international peace." Rev. George Sargeant, at one time President of the Western Methodist Conference of the West Indies, wrote his hope that "the contemplated Parliament will have a blessed effect upon the peace of the world." Rev. James Kerr of Glasgow wrote that such a Parliament "must draw world-wide attention to the song of the heavenly host on the plains of Bethlehem."